

2025 MENTOR INTEGRATED SCIENCE GRADE 8 SCHEMES OF WORK – TERM 2

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	8	INTEGRATED SCIENCE	2	2025

We ek	Lesson	Strand	Sub- strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflecti on
1	1	Mixture, Elements and Compound s	Oxygen ; Identify ing the structur e of the oxygen atom	By the end of the lesson, the learner should be able to: a) Identify the structure of the oxygen atom. b) Draw the structure of the oxygen atom. c) Discuss and suggest properties of the element in learner’s book 8 page 42 d) Appreciate the structure of the oxygen atom.	In groups or in pairs, learners are guided to identify the structure of the oxygen atom. In groups or in pairs, learners are guided to draw the structure of the oxygen atom. In groups or in pairs, learners are guided to discuss and suggest properties of the element in learner’s book 8 page 42	What is the atomic number of the oxygen atom?	Mentor; Integrated Science Learner’s Book Grade 8 pg. 41 Pictures Charts Realia Computing devices	Oral questions Oral Report Observatio n	
	2	Mixture, Elements and Compound s	Role of oxygen in day- to-day life	By the end of the lesson, the learner should be able to: a) Use digital devices, textbooks or any other relevant resources, search for the role of oxygen in day-to-day life. b) Participate in a class presentation as they share their findings with their classmates. c) Appreciate the role of oxygen in day-to-day life.	In groups or in pairs, learners are guided to use digital devices, textbooks or any other relevant resources, search for the role of oxygen in day-to-day life. In groups, learners are guided to participate in a class presentation as they share their findings with their classmates.	What is the role of oxygen in day-to-day life?	Mentor; Integrated Science Learner’s Book Grade 8 pg. 41-42 Pictures Charts Realia Computing devices	Oral questions Oral Report Observatio n	
	3	Mixture, Elements and Compound s	Prepara tion of oxygen in the laborato ry	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to prepare oxygen using hydrogen peroxide. b) State the safety precautions to be observed. c) Prepare oxygen using hydrogen peroxide. d) Appreciate the uses of oxygen.	In groups or in pairs, learners are guided to identify the requirements needed to prepare oxygen using hydrogen peroxide. In groups or in pairs, learners are guided to state the safety precautions to be observed. In groups or in pairs, learners are guided to prepare oxygen using hydrogen peroxide.	How do you prepare oxygen using hydrogen peroxide?	Mentor; Integrated Science Learner’s Book Grade 8 pg. 42-43 Pictures Charts Realia Computing devices	Oral questions Oral Report Observatio n	
	4	Mixture, Elements and Compound s	How to prepare oxygen using Potassi um Mangan ate (VII)	By the end of the lesson, the learner should be able to: a) Identify the requirements needed to prepare oxygen using Potassium Manganate (VII) b) Outline the procedure of preparing oxygen using Potassium Manganate (VII) c) Prepare oxygen using Potassium Manganate (VII) d) Appreciate the uses of oxygen.	In groups or in pairs, learners are guided to identify the requirements needed to prepare oxygen using Potassium Manganate (VII) In groups or in pairs, learners are guided to Outline the procedure of preparing oxygen using Potassium Manganate (VII) In groups or in pairs, learners are guided to prepare oxygen using Potassium Manganate (VII)	What is the colour and smell of the gas collected?	Mentor; Integrated Science Learner’s Book Grade 8 pg. 43-44 Pictures Charts Realia Computing devices	Oral questions Oral Report Observatio n	

	5	Mixture, Elements and Compounds	Physical and Chemical properties of oxygen	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term, ‘Physical property’ and ‘chemical property’ b) Describe the physical properties of oxygen. c) Investigate the chemical properties of oxygen. d) Appreciate the importance of oxygen. 	<p>In groups or in pairs, learners are guided to define the term, ‘Physical property’ and ‘chemical property’</p> <p>In groups or in pairs, learners are guided to describe the physical properties of oxygen.</p> <p>In groups or in pairs, learners are guided to investigate the chemical properties of oxygen.</p>	<p>What are the physical properties of oxygen?</p> <p>What are the chemical properties of oxygen?</p>	<p>Mentor; Integrated Science Learner’s Book Grade 8 pg. 44-45</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
2	1	Mixture, Elements and Compounds	The role of oxygen in combustion and spread of fire	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the role of oxygen in combustion. b) Explain the role of oxygen in combustion and spread of fire. c) Investigate the three requirements for combustion to occur. d) Appreciate the role of oxygen in combustion. 	<p>In groups or in pairs, learners are guided to identify the role of oxygen in combustion.</p> <p>In groups or in pairs, learners are guided to explain the role of oxygen in combustion and spread of fire.</p> <p>In groups or in pairs, learners are guided to investigate the three requirements for combustion to occur.</p>	<p>What is the role of oxygen in combustion and spread of fire?</p>	<p>Mentor; Integrated Science Learner’s Book Grade 8 pg. 46-47</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	2	Mixture, Elements and Compounds	Classes of fire and their control measures	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the difference between burning paper and burning kerosene. b) Investigate types of fire. c) Advocate the importance of controlling fire. 	<p>In groups or in pairs, learners are guided to state the difference between burning paper and burning kerosene.</p> <p>In groups or in pairs, learners are guided to investigate types of fire.</p>	<p>What is the difference between difference between burning paper and burning kerosene?</p>	<p>Mentor; Integrated Science Learner’s Book Grade 8 pg. 47</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	3	Mixture, Elements and Compounds	Identifying the classes of fire	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify different classes of fire and their control measures. b) Recognize which substance cause each class of fire. c) Appreciate the classes of fire. 	<p>In groups or in pairs, learners are guided to identify different classes of fire and their control measures.</p> <p>In groups or in pairs, learners are guided to recognize which substance cause each class of fire.</p>	<p>Which substance cause each class of fire?</p>	<p>Mentor; Integrated Science Learner’s Book Grade 8 pg. 47-48</p> <p>Pictures Charts Computing devices</p>	Oral questions Oral Report Observation	
	4	Mixture, Elements and Compounds	Control measures for different classes of fire	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify types of fire extinguishers. b) State the classes of fire that each extinguisher is suitable for. c) Investigate the chemicals found in each of the fire extinguisher. d) Appreciate the uses of fire extinguisher. 	<p>In groups or in pairs, learners are guided to identify types of fire extinguishers.</p> <p>In groups or in pairs, learners are guided to state the classes of fire that each extinguisher is suitable for.</p> <p>In groups or in pairs, learners are guided to investigate the chemicals found in each of the fire extinguisher.</p>	<p>What is a fire extinguisher?</p>	<p>Mentor; Integrated Science Learner’s Book Grade 8 pg. 48-49</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	5	Mixture, Elements and	The fire triangle	<p>By the end of the lesson, the learner should be able to:</p>	<p>In groups or in pairs, learners are guided to identify the three</p>		<p>Mentor; Integrated Science</p>	Oral questions Oral	